Advisory Team: English Language Learners

MINUTES   APRIL 19, 2016]   [5:00 PM TO 7:00PM]   [PSU, 2 PILLSBURY ST. CONCORD, NH]

ADVISORY TEAM LEAD	Aaron Hughes
NOTE TAKER	Kathryn "Joey" Nichol
ATTENDEES	William Ross, Denis Jobin, Danielle Boutin, Joey Nichol, Cynthia Proulx, Mariane Robert, Nancy Morse, Judy Sharkey
OBSERVERS	n/a
PRE-READ MATERIALS	WB-NPS_Response to ESSA_v4 031116.pdf Negotiated Rulemaking Committee_5a.pdf Negotiated Rulemaking Committee_5b.pdf Goggle Drive: https://drive.google.com/drive/folders/0B6nc-AcvbcskN3piSTFacUNtZEE

DISCUSSION	Mtg 4.19.16 folder: https://drive.google.com/drive/folders/0B6nc-AcvbcskRVN1OGpaa2VHTEU

Welcome & Review Aaron Hughes

Introducing NH DOE's ESSA Advisories website and other groups that have formed
Growing the EL Advisory Team
-How is the outreach going?
-Do we have additional educators to include? How about families, community members, and other organizations?
-Judy Sharkey volunteered to create an excel document in Google, for all members to add invited guests
1) Invite a representative from Spec Ed
2) Guidance counselor
3) Parent of ELL
4) Community organizations working with new Americans

WIDA Statement
Discussion included:
-Section II addressed the translations & exit criterion
-These questions were asked to U.S.ED
1) A common Home Language Survey (HLS) - what other states use
    a) Administration of it
2) Common screening instrument
3) What is the LEA's responsibility in following SEA defined entrance and exit requirements? Can federal funds be used to support the creation, implementation, and /or administration of common entry & exit requirements? Common ground on Home Language Survey (HLS). What is the liability of administering the HLS
4) ACCESS scores
    a) What is on the table?
    b) It was pretty "harsh" to only use ACCESS© scores as the exit scores
    c) Need flexibility
    d) Need 3 points of data
    e) How does this work with Special Ed
    f) ESOL is opt in & opt out - parents choose or decline service
    g) If district does not test they can be penalized for non-participation
    h) What would the exit for Special Ed look like
    i) Alternative ACCESS©
    j) **Tabled for later discussion**
5) The way students are identified can prevent them from gifted & AP courses, locking them out career & educational opportunities
6) How are we looking at the whole child? How do we establish more criteria to determine who starts a program and when they meet proficiency?
7) NH looking at learning progressions/personalized learning
8) Need for highly qualified teachers & well trained core instruction teachers
9) Adaptive on line test...bias
10) Translation, part III if the WIDA letter. NHDOE title I funds can be used for translating communications home. ESSA specifically states that the state can provide supplemental support this is a one of the biggest changes providing translation & interpretation
    a) People fear the cost of translation
    b) Translation articles, highlight pages 25 & 26
11) Recommendations for state planning team (EL Advisory proposal...)

First guidance Issue Paper 5b (Negotiated Rulemaking)
1) ELP assessments in Title I **§200.6. Inclusion of all students**. First sample of regulations
2) Every state must choose one uniform assessment of ELP NHDOE & Title III are working very hard on this one

3) If a state develops a computer-adaptive assessment to measure English language proficiency consistent with section III(b)(2)(J) of the act, the state must ensure the computer-adaptive assessment meets all requirements
  a) Affective filters - largest concern
  b) This could be where we talk about flexibility i.e. paper test or available on ipad
  c) if ESL accommodations should be given to "all students"

Issue Paper #5a *unresolved*
1) The statute specifies that a State must make every effort to develop assessments in languages (other than English) present "to a significant extent" in the student population of the State. What must a State do to demonstrate it has met the requirement to "make every effort?" What constitutes a language present to a "significant extent?"
2) How does the need to ensure all ELLs are assessed in the language and form most likely to yield accurate data on their knowledge and abilities interact with potential challenges a State may face in developing assessments in languages other than English?

Civil Right Data Collection & State data
1) 5,345 ELLs in NH
2) 95+ languages in our schools
3) Spanish, Nepali, Arabic and Chinese (top 4 spoken in NH schools)

Next steps - see action items section

CONCLUSIONS	

Re-cap 3 Main Points
1) Translations
2) Home Language Survey (HLS)
  a) Inconsistency - how can this be corrected, options for parent outreach & teacher training
3) Entry & Exit Criteria

Next time
1) A closer look at HLS - How to fold into registration process - i4see?
2) Possibility of some parent meeting out in the community
3) Maybe a new focus around the ACCESS© test or the lack of knowledge
  a) Campaign to increase awareness in the ESOL guidance
  b) Put the ACCESS© calendar on the state calendar
  c) Low incidence schools, harder to get credibility for testing - space issues
4) USED-to ensure there are no marginalized populations
5) Translation & interpreters
6) Who to invite for June meeting, families?
7) Who to invite for May meeting, perhaps organizations that work with refugees
  a) Deadline for names …
  b) 3 or 4 people to talk about the HLS

Objectives
1) Growing the team
2) Review statement from WIDA Consortium
3) Review Negotiated Rulemaking 5a and 5b
4) Review & discuss
  a) Identifying ELLs and HLS (Home Language Survey) procedure
5) Getting ready to draft recommendations

NEXT MEETING: May 18, 2016 5:00pm to 7:00pm PSU 2 Pillsbury Street Concord

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Readings for next meeting	All members	5/18 (next mtg)
CCSSO Critical Area Outline: English Language Learners... https://drive.google.com/drive/folders/0B6nc-AcvbcskZzJRS1lBUnNEa1E	All members	5/18
OELA EL Toolkit Chapter 1: Identifying English Language Learners http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf	All members	5/18
OELA EL Toolkit Chapter 8: T*ools and Resources for Monitoring and Exiting English Learners from EL Programs and Services* http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf	All members	5/18